CHLD 2002
AGES AND STAGES OF DEVELOPMENT OF PRESCHOOLERS AGES THREE TO FIVE**

Length: 4 Hours – 9:00 a.m. to 1:00 p.m.
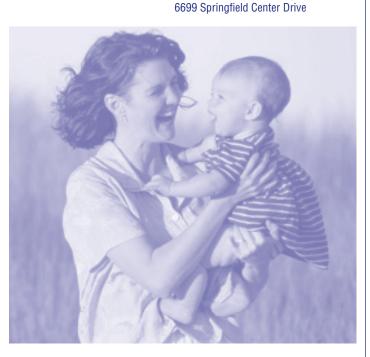Fee: $10.00
Target Audience: Providers who work with preschool children

Overview
This course is the first in a series related to the care and development of children ages three to five years old. The ages and stages of child development are organized into the physical, language, cognitive, and social/emotional domains.

Registration Number	Date	City	Location
73233	3/13	Richmond	Community College Workforce Alliance North Run Corporate Center, Room 125 1630 East Parham Road
73234	3/13	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
73235	3/13	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
73236	3/27	Wytheville	Wytheville Meeting Center Room 3 333 Community Boulevard
73238	4/10	Weyers Cave	Blue Ridge Community College Plecker Workforce Center Room P126A 1700 College Crescent
73239	4/17	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive

This may be used as a component course for VDSS ECEP – Preschool Endorsement. See page 9 for details.

CHLD 2033
BABIES AND TODDLERS NEED EXERCISE TOO

Length: 4 Hours – 9:00 a.m. to 1:00 p.m.
Fee: $10.00
Target Audience: Providers who work with infants and toddlers

Overview
This course will include an overview of early physical development milestones. Participants will learn how to teach concepts (e.g. fast/slow, high/low, colors and shapes, etc.) using movement activities. The course gives providers practical, fun activities to help make exercise a part of everyday life for infants and toddlers. Participants will observe and help demonstrate how to use free recyclable materials to enhance the development of infants and toddlers.

Objectives
- Learn the importance and benefits of physical activity in children's development.
- Learn how to provide an environment that will stimulate the link between the brain and muscle development.
- Learn age appropriate activities that can be done with infants and toddlers.
- Take home ideas and samples of easy-to-make, fun, free or nearly free items. **(Requires participants to bring own supplies – see below.)**

What to Bring
Each participant needs to bring the following with them:
- Any type of rag doll or stuffed animal about the size of a baby with movable arms and legs. (This can be old and/or borrowed.) Exercises will be taught using it, pretending that it is an infant.
- Two 2-liter, clear, soda-type plastic bottles. Be sure they are clean and dry.
- One empty, plastic, gallon milk, juice, or water jug. Be sure it is clean and dry.
- One pair of large, sturdy scissors.
- A plastic bag to take home your creations.

Registration Number	Date	City	Location
73306	3/13	Wytheville	Wytheville Meeting Center Room 3 333 Community Boulevard
73307	3/20	Chester	John Tyler Community College Chester Campus Nicholas Center, Room N102A 13101 Jefferson Davis Highway
73308	3/27	Fredericksburg	Germanna Community College Workforce Building, Rooms 105 A & B 10000 Germanna Point Drive
73309	4/10	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street
73310	4/17	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
73311	4/24	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road

CHLD 2018
BEYOND BABBLE: EXPLORING
EARLY LANGUAGE DEVELOPMENT**

Length:　　　　4 Hours – 9:00 a.m. to 1:00 p.m.
Fee:　　　　　$10.00
Target Audience:　Providers who work with infants and toddlers

Overview
This course will allow participants to gain an understanding of early language development and communication. Participants will explore the physical structures involved in language development, how children acquire language, patterns of typical language development, three key roles adults play in language development, and age-appropriate ways to verbally interact with children.

Registration Number	Date	City	Location
73267	3/20	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
73268	3/27	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
73269	4/10	Chester	John Tyler Community College Chester Campus Moyar Hall, Rooms 201 A & B 13101 Jefferson Davis Highway
73270	4/17	Wytheville	Wytheville Meeting Center Room 3 333 Community Boulevard
73271	4/24	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent
22166	5/8	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street

CHLD 2015
CHILD ABUSE AND NEGLECT:
RECOGNITION AND REPORTING**

Length:　　　　4 Hours – 9:00 a.m. to 1:00 p.m.
Fee:　　　　　$10.00
Target Audience:　Providers who work with infants, toddlers, preschool and school-age children

Overview
Child care providers will learn how to recognize and manage suspected child abuse and neglect. This course provides instruction on types of abuse and neglect, strategies for responding to suspected child victims and their parents, the child protective services response process, and knowing when and how to report suspected abuse and neglect. Virginia law mandates that child care providers report suspected child abuse and neglect.

Registration Number	Date	City	Location
22179	5/1	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive
22180	5/8	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road
22181	5/8	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
22182	5/15	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
22183	5/15	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
22184	6/5	Wytheville	Wytheville Meeting Center Room 3 333 Community Boulevard

**This may be used as a component course for VDSS ECEP – Infant and Toddler Endorsement. See page 9 for details.

**This may be used as a component course for both VDSS Early Childhood Endorsements. See page 9 for details.

CHLD 2003
CREATING AN AGE-APPROPRIATE LEARNING ENVIRONMENT FOR PRESCHOOLERS**

Length: 4 hours – 9:00 a.m. to 1:00 p.m.
Fee: $10.00
Target Audience: Providers who work with preschool children

Overview
This is the second course in a series related to the care and development of children ages three to five years old. This course establishes a basis for understanding how the environment impacts children's growth and development.

Registration Number	Date	City	Location
73241	3/20	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road
73244	3/20	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
73246	3/27	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
73247	4/10	Wytheville	Wytheville Meeting Center Room 2 333 Community Boulevard
73248	4/17	Weyers Cave	Blue Ridge Community College Plecker Workforce Center Room P126A 1700 College Crescent
73249	4/24	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive

**This may be used as a component course for VDSS ECEP – Preschool Endorsement. See page 9 for details.

HLTH 2137
DIRECTOR'S TOOLBOX: NEW EMPLOYEE ORIENTATION

Length: 6 Hours – 9:00 a.m. to 4:00 p.m. (1-hour lunch break, please provide your own lunch)
Fee: $25.00
Target Audience: Directors and program administrators

Overview
This course is designed for child day center directors and is built around The Director's Toolbox publication. The Director's Toolbox is a manual designed to assist directors and new staff through the process of orientation. It can also be used by both seasoned and new directors/administrators looking to review, revise or enhance existing programs.

The topics covered in this course include: an overview of the *Standards for Licensed Child Day Centers*, including the licensing requirements for staff, personnel records, and children's records; employment terms and personnel policies; development of program goals, policies and procedures; development and use of schedules and lesson plans; issues related to confidentiality and communicating with parents; guidance in the behavior of children; and those topics related to health and safety.

Registration Number	Date	City	Location
22173	5/22	Chester	John Tyler Community College Chester Campus Moyar Hall, Rooms 201 A & B 13101 Jefferson Davis Highway
22174	6/5	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street
22175	6/5	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
22176	6/5	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive

CHLD 2034
ENGAGING CREATIVITY IN OLDER CHILDREN

NEW

Length:	6-Hours – 9:00 a.m. to 4:00 p.m. (1-hour lunch break, please provide your own lunch)
Fee:	$25.00
Target Audience:	Providers who work with school-age children

Overview
This course is designed to provide participants with practical information regarding the role creativity plays in the positive development of school-age children. Through small group discussion, personal reflection, games and group exercises, participants will learn activities to use with older children that enhance their ability to focus and pay attention.

Objectives:
- Gain insights and renewed motivation regarding the use of your own creativity in working with school-age children.
- Describe the elements of a creative environment.
- Take positive steps to support and/or build a creative environment.
- Develop strategies to increase children's creative ability to focus and pay attention.

Registration Number	Date	City	Location
73315	3/27	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street
73316	4/17	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent
22204	5/15	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road

CHLD 2005
GUIDING THE BEHAVIORS OF PRESCHOOL CHILDREN AGES THREE TO FIVE**

Length:	4 Hours – 9:00 a.m. to 1:00 p.m.
Fee:	$10.00
Target Audience:	Providers who work with preschool children

Overview
This course is the fourth in a series related to the care and development of children ages three to five years old. Participants will explore the ages and stages of development for the 3 to 5 year old child and examine the role a provider plays in guiding the behavior of the preschool child.

Registration Number	Date	City	Location
22160	4/10	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
22161	4/24	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road
22162	5/1	Weyers Cave	Blue Ridge Community College Plecker Workforce Center Room P126A 1700 College Crescent
22163	5/1	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
22164	5/15	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive
22165	6/5	Wytheville	Wytheville Meeting Center Room 2 333 Community Boulevard

**This may be used as a component course for VDSS ECEP-Preschool Endorsement. See page 9 for details.

REVISED

CHLD 2016
HEALTH SCREENING FOR
CHILD CARE PROFESSIONALS**

Length: 4 Hours – 9:00 a.m. to 1:00 p.m.
Fee: $10.00
Target Audience: Providers who work with infants, toddlers,
                  preschool and school-age children

Overview
This course satisfies the training requirements specified in the
Standards for Licensed Child Day Centers (22 VAC 15-30-310
D.6). The course provides instruction in daily health observation,
excluding children for illness, preventing infections, communicable
diseases, vaccine preventable diseases, immunizations, OSHA
health and safety practices, and the provider's role in reporting
diseases. While the class is required for providers who work in
licensed child day centers and who perform the daily health
observation of children, it is beneficial for all child care providers.

Registration Number	Date	City	Location
22196	5/1	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
22197	5/15	Wytheville	Wytheville Meeting Center Room 3 333 Community Boulevard
22199	5/22	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent
22200	5/22	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street
22202	5/22	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
22203	6/5	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road

**This may be used as a component course for both VDSS Early Childhood
   Endorsements. See page 9 for details.

NEW

CHLD 2035
INCLUSION: MAKING CHANGES TO
SUPPORT ALL CHILDREN THROUGH
INDIVIDUALIZATION

Length: 3 Hours - 9:00 a.m. to 12:00 p.m.
Fee: $10.00
Target Audience: Providers who work with preschool children

Overview
This course will identify the importance of building on each young
child's strengths in early care and education programs. Participants
will explore the multifaceted approach to individualization by evalu-
ating room environments, daily schedules, teacher-child interac-
tions and observation and assessment. Specific modifications for
children with autism and developmental delay will be addressed.

Objectives
Awareness
• Discuss current attitudes about inclusion.
• Share personal experiences about inclusion.
Knowledge and Skills
• Define inclusion and list the benefits of inclusion.
• Describe the "ongoing cycle of individualization".
• Discuss strategies for developing modifications for all children
  in early care and education programs.
• Develop teaching strategies that can be used in different learning
  center areas in early care and education programs to support
  individualization.
• Discuss collaboration and the role of families in early care and
  education programs.
• Examine curricula components to determine if curricula support
  individualization.
• Explore ways to modify the daily schedule to support individual-
  ization.
• Discuss the rewards of individualization in early care and
  education programs.
• Identify national, state and local resources to aid efforts to
  support all children through individualization.

Registration Number	Date	City	Location
22205	4/10	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive
22206	4/24	Chester	John Tyler Community College Chester Campus Bird Hall, Room B116 13101 Jefferson Davis Highway
22207	5/1	Wytheville	Wytheville Meeting Center Room 1 333 Community Boulevard
22208	5/8	Fredericksburg	Germanna Community College Workforce Building, Rooms 105 A & B 10000 Germanna Point Drive
22209	5/15	Roanoke	Virginia Western Community College Business Science Building, Room M245 3098 Colonial Avenue, Southwest
22210	6/5	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent

CHLD 2024
MODULE 1 – PROMOTING SOCIAL EMOTIONAL COMPETENCE

PROMOTING CHILDREN'S SUCCESS: BUILDING RELATIONSHIPS AND CREATING SUPPORTIVE ENVIRONMENTS

Length:	5 Hours – 9:00 a.m. to 2:00 p.m. (working lunch – please provide your own lunch)
Fee:	$10.00
Target Audience:	Providers who work with preschool children

IMPORTANT: **Prerequisite to Module 2 – CHLD 2032 (see pg 18)**

Overview

This course is designed to build positive relationships with children and families through the design of environments, schedules, and routines; establishing rules; implementing activities that promote child engagement; modifying and adapting materials and activities to meet the individual needs of all children, including those with special needs; and planning and promoting encouragement and descriptive praise to children. The course will focus on the skills needed to evaluate work with children related to building relationships and generate strategies for addressing areas where change and/or improvement is needed.

This course is module 1 of a 4-part series from the Promoting Social and Emotional Competence training series designed by The Center for Social and Emotional Foundations for Early Learning (CSEFEL). This training encompasses the principles of the CSEFEL Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children, including building an effective workforce, enhancing nurturing and responsive relationships, creating high quality supportive environments, providing targeted social emotional supports, and incorporating intensive interventions.

Objectives
• Describe the importance of building relationships with children, families, and colleagues.
• Describe the relationship between children's social emotional development and challenging behaviors.
• Use descriptive acknowledgment and encouragement to support children's positive social behaviors.

Registration Number	Date	City	Location
73319	3/13	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
73320	3/20	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive
73321	3/27	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road
73322	3/27	Wytheville	Wytheville Meeting Center Room 2 333 Community Boulevard

CHLD 2032
MODULE 2 – PROMOTING SOCIAL EMOTIONAL COMPETENCE

SOCIAL EMOTIONAL TEACHING STRATEGIES

Length:	5 Hours – 9:00 a.m. to 2:00 p.m. (working lunch – please provide your own lunch)
Fee:	$10.00
Target Audience:	Providers who work with preschool children

IMPORTANT: **Prerequisite Required – Module 1 – CHLD 2024 (see pg 17)**

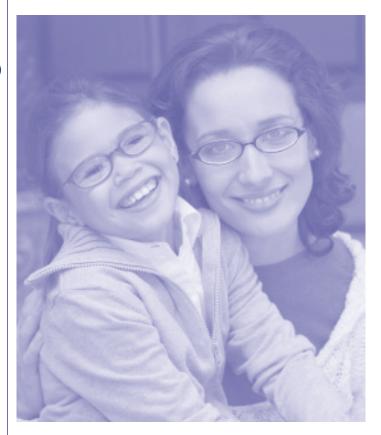| Registration Number	Date	City	Location
22214	4/17	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street
22215	5/1	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
22216	5/8	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
22217	5/15	Wytheville	Wytheville Meeting Center Room 2 333 Community Boulevard

Overview

This course is designed to build upon the skills learned in Module 1 of this series, wherein participants learned about the importance of building positive relationships and designing supportive environments (including rules, schedules, materials, and activities) to support children's social emotional development and prevent challenging behavior.

Module 2 will build on these ideas by discussing the use of effective strategies, ideas, and resources to help "teach" children social emotional skills (friendship skills, emotional literacy, development of empathy, impulse control, and problem solving).

This course is Module 2 of a 4-part series from the Promoting Social and Emotional Competence training series designed by The Center for Social and Emotional Foundations for Early Learning (CSEFEL). This class encompasses the principles of the CSEFEL Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children, including building an effective workforce, enhancing nurturing and responsive relationships, creating high quality supportive environments, providing targeted social emotional supports, and incorporating intensive interventions.

Objectives

- Discuss why it is important to be more intentional about teaching social emotional skills.
- Identify strategies for supporting the development of friendship skills.
- Define emotional literacy and identify activities that build "feeling vocabularies."
- Understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.
- Understand why children need to learn to control anger and handle disappointment.
- Identify strategies to teach anger management skills.

CHLD 2036
MODULE 3A – PROMOTING SOCIAL EMOTIONAL COMPETENCE

INDIVIDUALIZED INTENSIVE INTERVENTIONS: DETERMINING THE MEANING OF CHALLENGING BEHAVIOR

NEW

Length:	5 Hours – 9:00 a.m. to 2:00 p.m. (working lunch – please provide your own lunch)
Fee:	$10.00
Target Audience:	Providers who work with preschool children

IMPORTANT: **Prerequisites Required – Module 1 – CHLD 2024 (see pg 17) and Module 2 – CHLD 2032 (see pg 18)**

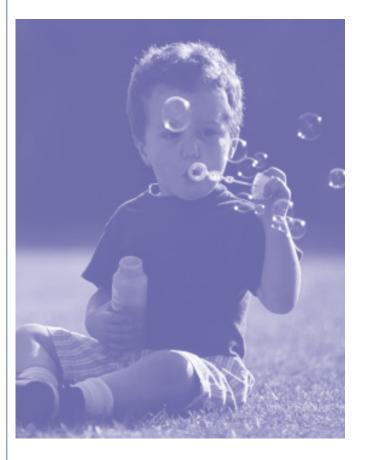| Registration Number	Date	City	Location
22218	5/22	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive
22219	5/22	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
22220	6/5	Chester	John Tyler Community College Chester Campus Bird Hall, Room B116 13101 Jefferson Davis Highway
22221	6/5	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest

Overview

Intensive individualized interventions are used with children who have very persistent and severe challenging behavior and do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children. This course focuses on developing individualized strategies to address children's challenging behaviors. The course examines communication methods and disciplinary approaches that assist in identifying and determining meaning and purpose behind challenging behavior.

This course is Module 3a of a 4-part series from the Promoting Social and Emotional Competence training series designed by the Center for Social and Emotional Foundations for Early Learning (CSEFEL). This course encompasses the principles of the CSEFEL Pyramid Model for Promoting Social Emotional Competence in infants and Young Children, including building an effective workforce, enhancing nurturing and responsive relationships, creating high quality supportive environments, providing targeted social emotional supports, and incorporating intensive interventions.

Objectives
- Understand the difference between positive behavior support and traditional discipline approaches.
- Identify how and why challenging behavior is used as a form of communication.
- Identify methods that may be used to determine the function/purpose of challenging behavior.
- Use interview and observation data to develop behavior hypotheses (e.g., statements that describe the challenging behavior, function/purpose of the challenging behavior, triggers of the challenging behavior, and responses that may reinforce the challenging behavior, etc.).

CHLD 2037
NOT JUST FUN AND GAMES

NEW

Length:	6 Hours – 9:00 a.m. to 4:00 p.m. (1-hour lunch break, please provide your own lunch)
Fee:	$25.00
Target Audience:	Providers who work with school-age children

Overview

This course provides participants practical information to increase their ability to effectively facilitate learning games and activities with older children. Through small group discussion, games, and group exercises, participants will learn how to establish an intentionally inviting environment, effectively manage children during group activities, and guide discussion of activities to engage older children in activities that are both fun and promote learning.

Objectives

- Identify the elements of an intentionally inviting environment for older children.
- Use effective facilitation to engage older children and promote learning.
- Implement activities that effectively engage older children.
- Guide reflection activities with older children to enhance learning.

Registration Number	Date	City	Location
22211	4/24	Wytheville	Wytheville Meeting Center Room 3 333 Community Boulevard
22212	5/22	Roanoke	Virginia Western Community College Business Science Building, Room M245 3098 Colonial Avenue, Southwest
22213	6/5	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive

CHLD 2004
PLANNING AGE AND STAGE APPROPRIATE ACTIVITIES FOR PRESCHOOLERS**

Length:	4 Hours – 9:00 a.m. to 1:00 p.m.
Fee:	$10.00
Target Audience:	Providers who work with preschool children

Overview

This is the third course in a series related to the care and development of children ages three to five years old. In this course, the participants will use their knowledge of the characteristics of preschool children to understand the process of developing thematic units to guide learning.

Registration Number	Date	City	Location
73250	3/27	Hampton	Thomas Nelson Community College Peninsula Workforce Development Center Room 1302 600 Butler Farm Road
73251	4/10	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
73252	4/17	Richmond	Community College Workforce Alliance North Run Corporate Center Room 125 1630 East Parham Road
73253	4/24	Weyers Cave	Blue Ridge Community College Plecker Workforce Center Room P126A 1700 College Crescent
73255	5/1	Wytheville	Wytheville Meeting Center Room 2 333 Community Boulevard
22159	5/8	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive

**This may be used as a component course for VDSS ECEP – Preschool Endorsement. See page 9 for details.

CHLD 2038
STRESS MANAGEMENT FOR EARLY CHILDHOOD EDUCATORS: HOW TO STAY CALM IN THE MIDST OF CHAOS

Length: 3 Hours – 9:00 a.m. to 12:00 p.m.
Fee: $10.00
Target Audience: Providers who work with infants, toddlers, preschool and school-age children

Overview
This course will provide a fun and interactive way to deal with stress in the child care environment. Stress takes a toll on individuals and organizations. It reduces personal effectiveness and happiness, and increases disharmony among co-workers. Stress may even harm people physically and spread emotional discord to personal and family life. Participants will have the opportunity not only to identify sources of stress but also to be exposed to a variety of stress management techniques. Added benefits of attending a class include getting the opportunity to experience deep physical relaxation and developing a personal stress management plan.

Objectives
- Identify common causes of stress.
- Apply effective methods of managing stress physically.
- Experience deep physical relaxation.
- Explain the common thought patterns that increase stress.
- Demonstrate techniques for healthier thinking.

Registration Number	Date	City	Location
73324	3/13	Roanoke	Virginia Western Community College Business Science Building, Room M245 3098 Colonial Avenue, Southwest
73325	3/27	Chester	John Tyler Community College Chester Campus Nicholas Center, Room N102B 13101 Jefferson Davis Highway
73326	4/10	Wytheville	Wytheville Meeting Center Room 1 333 Community Boulevard
73327	4/24	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street
22222	5/15	Fredericksburg	Germanna Community College Workforce Building, Rooms 105 A & B 10000 Germanna Point Drive
22223	5/15	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent

CHLD 2017
UNDERSTANDING TEMPERAMENTS TO HELP INFANTS AND TODDLERS LEARN AND DEVELOP**

Length: 4 Hours – 9:00 a.m. to 1:00 p.m.
Fee $10.00
Target Audience: Providers who work with infants and toddlers

Overview
This course will define temperament and explain its importance in the development of infants and toddlers. It will focus on five temperament characteristics – activity level, approach/withdraw, intensity, mood, and persistence. The construct of "goodness-of-fit" will also be emphasized and strategies for interacting with infant and toddler children who demonstrate a variety of temperaments will be given. Participants will have the opportunity to explore their own temperaments and to discuss case examples of infants and toddlers with extreme temperaments.

Objectives
- Define temperament and identify the five dimensions of temperament – activity level, approach/withdraw, intensity, mood, and persistence.
- Explain what "goodness-of-fit" means.
- Identify temperament characteristics.
- Identify strategies to adapt the environment to improve "goodness-of-fit" for children with different temperaments.
- Recognize the importance of language in describing children with different temperaments.
- Identify strategies for helping children with different temperaments adapt to their environment.

Registration Number	Date	City	Location
22167	4/24	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest
22168	4/24	Wytheville	Wytheville Meeting Center Room 2 333 Community Boulevard
22169	4/24	Charlottesville	Piedmont Virginia Community College Main Building, Room 248 501 College Drive
22170	5/1	Chester	John Tyler Community College Chester Campus Moyar Hall, Rooms 201 A & B 13101 Jefferson Davis Highway
22171	5/1	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent
22172	5/15	Alexandria	NOVA Community College Alexandria Campus Bisdorf Building, Room AA297 3001 North Beauregard Street

**This may be used as a component course for VDSS ECEP – Infant and Toddler Endorsement. See page 9 for details.

HLTH 2138
VIRGINIA'S MILESTONES OF CHILD DEVELOPMENT

Length:	6 Hours – 9:00 a.m. to 4:00 p.m. (1-hour lunch break, please provide your own lunch)
Fee:	$25.00
Target Audience:	Providers who work with infants, toddlers and preschool children

Overview

This course is designed to introduce participants to the *Milestones of Child Development*. Participants will learn how to use this comprehensive guide that focuses on milestones of child development for children from birth to five years old. Parents, early childhood professionals, child care directors, early intervention professionals, and school and early childhood administrators will benefit from this guide. Class instruction will include information about the six domains of development, strands of each domain, and indicators of development in order to enable participants to use the guide practically in their respective settings. This course will provide participants with tools to support the growth and development of young children from birth through their transition to kindergarten. A brief explanation of a second guide, *Competencies for Early Childhood Professionals*, will be provided.

Objectives

- Review the guide, *Milestones of Child Development*, with a focus on how the tool is formatted.
- Discuss the six domains of children's development and define components of each domain. Domains include: (1) Social and Emotional Development (2) Approaches to Learning (3) Language and Literacy (4) Cognition and General Knowledge (5) Fine Arts and (6) Physical Development and Health.
- Describe the meaning of strands and sub-strands for each domain.
- Explore indicators for each domain so that adults can assess when new skills are emerging and provide strategies to support rising skills.
- Recognize that *Milestones of Child Development* is a working document that adults can use when working with groups of children or with individual young children in classroom or home settings.
- Become proficient in understanding domains, strands, and indicators to maximize children's experiences in either classroom or home environments.

Registration Number	Date	City	Location
73276	3/13	Springfield	NOVA Community College Springfield Campus Medical Education Building, Room HE256 6699 Springfield Center Drive
73277	3/27	Virginia Beach	Tidewater Community College Advance Technology Center Room H-170 1700 College Crescent
22177	5/8	Chester	John Tyler Community College Chester Campus Moyar Hall, Rooms 201 A & B 13101 Jefferson Davis Highway
22178	5/15	Roanoke	Virginia Western Community College Business Science Building, Room M250 3098 Colonial Avenue, Southwest